

Austin Peay State
University

Components of Articulation Agreements

POLICIES

Issued: ~~March 8, 2017~~

Responsible Official: Provost and Senior Vice President of Academic Affairs

Responsible Office: Enrollment Management

Policy Statement

It is the policy of Austin Peay State University to create articulation agreements between the ~~u~~University and ~~TCATs~~ other institutions of higher education. ~~that are~~ These agreements must be in compliance with the policies and procedures of SACSCOC and other relevant accrediting bodies.

Purpose

The purpose of this guideline policy is to establish the criteria and ~~process~~ procedures for establishing articulation agreements ~~involving career technical education by the University as governed by the Austin Peay State University Board of Trustees between the University, community colleges, and other institutions of higher education.~~ The provisions in this policy are intended to promote articulation agreements as an orderly process for students who transfer to baccalaureate and associate degree programs at the University, while protecting the integrity of both the University programs and the partner college programs.

Procedures

Compliance with Accrediting Agencies

- A. All articulation agreements with community colleges, other colleges or universities ~~and universities~~ should be in compliance with the Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) Principles of Accreditation ~~on Programs~~ (reference Standard 10.8: Evaluating and awarding academic credit 3.4); ~~and the Commission's SACSCOC Position Statement on the "Transfer of Academic Credit," and its policy on "The Transfer or Transcribing of Academic Credit."~~

~~B. Specific articulation agreements between secondary education and the Tennessee Colleges of Applied Technology must comply with the Council on Occupational Education's Handbook of Accreditation and its Policies and Rules.~~

~~C. Specific articulation agreements between the Tennessee Colleges of Applied Technology, the community colleges and/or the universities will comply with those policies and guidelines set forth by the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation and other relevant documents.~~

D. Articulation agreements must be in compliance with all applicable program accrediting agencies.

Articulation Agreements

A. Articulation agreements must demonstrate compliance with the institutional policy. Articulation agreements should ensure that students are not required by ~~u~~ [the University](#) or community college to pursue educational/training experiences that duplicate competencies [and](#) skills the individual already possesses for the individual to acquire a credential.

B. Each articulation agreement should include:

1. Competencies that indicate that the learning outcomes specified in courses offered by the lower-level institution satisfy learning outcomes in similar courses offered by the [University](#) ~~upper level institution~~. Syllabi and competency lists of the courses from the institutions involved must be maintained in the appropriate offices of both institutions.
2. Details of the working articulation procedure;
3. Descriptions of required proficiency levels and criteria for measurement;
4. The evaluation plan and process; and
5. A renewal date for the agreement (Note: Because technology changes so rapidly it is suggested that the period of ~~review~~ [renewal](#) be no more than every ~~three~~ [five](#) years).
6. [Other relevant items specified in APSU Policy 2:065 Academic Approval and Signatory Authority for Academic Agreements.](#)

C. [For information regarding the process for entering into an articulation agreement, see APSU Policy 2:065 Academic](#)

Approval and Signatory Authority for Academic Agreements.

**University and Partner
College Roles and
Responsibilities**

- A. The University shall develop and maintain advising/transfer services which shall include collecting and disseminating information pertaining to the structure and requirements of degree programs offered by the University and partner colleges.
1. The University office, or officer, designated to serve as the contact for transfer student advisement and for inter-institutional articulation shall be clearly identified in the University Bulletins and other appropriate publications.
- B. The University shall work cooperatively with appropriate community colleges in developing and maintaining current course-by-course transfer lists and, when feasible, curriculum-by-curriculum transfer outlines.
1. Where a transfer student has satisfactorily completed an associate's degree at a community college designed for transfer to the University, all general education requirements will have been fulfilled and not subject to repetition at the University.
 2. Further, students who transfer from a community college without an associate's degree designed for transfer but who have completed blocks of subject categories within the common forty-one semester-hour general education core distribution have fulfilled general education requirements in the affected subject categories.
- C. Relative to courses subject to transfer other than general education, the University shall accept those lower division courses completed at a community college which have been determined to be equivalent to lower division courses offered by the University, as creditable toward completion of relevant requirements for degree programs at the University, to the same extent that the courses would be creditable toward completion of the degree programs by the University's native students with the same degree major.
- D. The University and community college shall use one or more of the following criteria to determine the courses to be offered as lower division courses:
1. Courses which build upon high school preparation in primary areas of knowledge and academic skills or courses which provide a next step in the student's formal study beyond high school;

2. Courses which consist of an overview or introduction to a broad or general area of inquiry;
 3. Courses with survey content applicable to many areas;
 4. Courses which provide knowledge and skills fundamental and prerequisite for advanced study;
 5. Courses which are job oriented or technological in nature and are designed to aid in preparing students for employment at the beginning technician level after a maximum of two years of college study;
 6. Courses which are broadly established as traditional lower division offerings at colleges;
 7. Courses which meet the standards for lower division curricular offerings as specified by accrediting agencies.
 - a. The credit offerings by community colleges shall be limited to lower division courses within the above criteria.
- E. Courses classified as upper division courses yet normally open to freshmen or sophomores at the University, even though taught at a community college as lower division transfer courses, shall be transferable as satisfying that part of the student's requirement in the content area. The University shall not impose additional admissions requirements upon transfer applicants who:
1. Are not seeking admission to programs with special admissions requirements; and
 2. Meet the retention standards of the University.
- F. During the transfer process, the transcripts from sending institutions must include, or have attached, an explanation of the complete grading system.
- G. There shall be no limit to the number of credits transferred from a community college to Austin Peay. However, the application of these credits to meet degree requirements will vary according to the degree sought, and the transfer student must meet the requirements for upper division courses and residency at the university.
1. Transfer students shall have the same privileges of bulletin options as native students at the receiving institution, i.e., the option of complying with the bulletin for the transfer student's freshman year to the extent that this privilege is provided for native students.
 2. The content of student orientation programs shall include information designed specifically for transfer students.

3. Transfer students shall be afforded all the privileges and opportunities of native students at the University.

Articulation and Challenge Credit based on Prior Learning Assessment (PLA) at another Tennessee public institution will be accepted in transfer and applied toward the student's degree in the same way that any other type of transfer credit is accepted. See APSU Policy 2:015 for more information regarding Prior Learning Assessment.

Prior Learning Assessments

~~If the university develops an option which permits the awarding of credit by assessment, the following requirements should be met:~~

- ~~1. Award by assessment may be for up to seventy five percent (75%) of the semester credit hours required for the in accordance with SACSCOC guidelines [SC 3.5.2], unless the program's professional accreditation agency designates in policy a lower transfer percentage.~~
- ~~2. Credit awarded must be for specific courses.~~
- ~~3. The credit must be awarded only on the basis of successfully passing a challenge examination or competency based assessment procedure for which the standards for proficiency are approved and accepted by the receiving department and the university.~~
- ~~4. If the university's faculty develops the challenge examination or competency based assessment, and the content is equivalent to the regular on-site course's competency based assessment the institution has the option of awarding a letter grade, rather than a non-quality grade of "pass/fail," and therefore count toward calculation of the grade point average. The award of a letter grade must be in accordance with the policies, regulations and guidelines of the institution's accrediting agency.~~

General Requirements for Students

- A. Students are required to conform to all **institutional University** requirements for admission, testing and placement.
- B. Upon enrollment in the ~~TCAT, college or university~~ **University**, extra-institutional credit will be transcribed in a manner as to facilitate timely and adequate advising such that a student does not duplicate skill/competency attainment realized in the previous institution, i.e. is not required to repeat a course.

Revision Dates

APSU Policy 2:029 (Merged with 2:028) – Rev.:
APSU Policy 2:029 – Issued: March 8, 2017

Subject Areas:

| Academic | Finance | General | Human Resources | Information Technology | Student Affairs |
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Approved

President: signature on file

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